



# Saguaro High School

Scottsdale Unified District

6250 N. 82nd Street, Scottsdale, AZ 85250-5699

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Micheal A. Carden

**Schedule:** 7:15 AM to 4:00 PM

**Web Address:** [susd.org/schools/high/Saguaro/Saguaro.html](http://susd.org/schools/high/Saguaro/Saguaro.html)

**E-mail:** [mcarden@susd.org](mailto:mcarden@susd.org)

**Grades:** 9-12

**2001 Enrollment:** 1600

**Phone:** (480) 443-7100

**Fax:** (480) 443-7186

## ▼ School Overview ▼

### Mission

The mission of the Saguaro community is to provide a quality education in a safe, respectful environment that will empower students to live productive, satisfying lives and will also inspire within them a lifelong appreciation of learning and excellence. Through the shared efforts and encouragement of the students, faculty, staff, home and community, our students will acquire the foundation necessary to experience success and achieve their potential.

### Organization and Philosophy

- w College Preparatory Curriculum
- w Traditional
- w Departmentalized Classrooms
- w Site-based Committees

### School/Academic Goals

- w Students will read with comprehension and will demonstrate skills appropriate to the topic or content area.
- w Students will apply writing skills to the learning process.
- w Students will apply technology skills in their everyday lives.
- w Students will behave with respect toward each other regardless of individual differences.

### Instructional Programs

- w Advanced Placement
- w East Valley Institute of Technology
- w Language Acquisition Program
- w Honors Classes
- w Youth Leadership Center
- w NovaNET Lab
- w On-site Special Education
- w Hospitality Career Management Program

### Enrollment

October 1, 2000 School Year Student Enrollment:	1562
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	268

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

4 School Administrator(s)  
 2 Non-certified Employee(s)  
 25 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 2 Student(s)

### Council Duties

w Curriculum and Instruction  
 w School Climate  
 w Staff Development  
 w Personnel and Budget

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	81.40
Other Professional Staff	8.10	Teacher Aide	5.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	0	0
4 to 6 years	6	7	0	0
7 to 9 years	2	7	0	0
10 or more years	14	40	4	0

## ▽ Shared Responsibilities ▽

### School

Saguaro's students, faculty and community work together to promote cultural understanding in the classroom. Communication between home and school is strong. Summer and monthly newsletters are mailed. Parents annually sign the Uniform Code of Conduct. The Program of Studies details all courses, including honors and AP classes. Open House for all parents occurs within the first month. Parents receive mailed progress reports three times per semester; report cards are distributed every nine weeks.

### Parents

The continued success of Saguaro can certainly be attributed to Saguaro's outstanding parents. Communication, support and involvement are the primary goals of our parents. At Saguaro, we support a strong partnership between students, teachers, parents and the community because we know that working together can help us reach our mutual goals of providing the best possible education for all of our students. Specific details are covered in the Uniform Code of Conduct that parents sign.

## ▽ Transportation Policy ▽

Students living more than a one and one-half mile radius from Saguaro and within the Saguaro boundaries are transported. Generally the attendance boundaries for Saguaro are 40th Street on the west; Pima on the east; Mockingbird on the north and Indian School on the south. We include an unincorporated area of Pima Road on the west; 120th Street on the east; Pinnacle Peak Road on the north and the Central Arizona Project Canal on the south. A detailed boundary map is available.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/13/01
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/02
<b>Operates on Traditional Schedule</b>			

### Report Card Release Dates

10/5/01	12/21/01	3/8/02	5/23/02
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## Additional Calendar/Report Card Information

Counselors meet individually with entering ninth grade students and their parents to review academic placement. A modified schedule is run on the opening day of school, returning students attend classes in the morning and ninth grade students and their parents attend their schedule in the afternoon. At each grade level, each student receives a Counseling Curriculum Packet for planning college and career goals. Leadership Development and Service Learning are key areas of focus at Saguaro.

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W College and Career Center	W Health Careers and Nursing Lab
W Macintosh and IBM Computer Labs	W Math/Sci. & Foreign Lang. Computer Labs

### Extracurricular Activities

W Artistic/Cultural Activities	W Award Winning Newspaper & Yearbook
W Fifty Extracurricular Clubs	W Six Academic Teams
W Youth Leadership Center	W Vocational Student Organizations
W Sports Programs for Boys and Girls	W Award Winning Choral Program

### School/Community Resources

W Counseling Services	W Scottsdale Prevention Institute
W Parents Educating Parents Program	W Tobacco Prevention Program
W Student Mentor Program	W Peer Tutoring Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W Saguaro's Vocal Music Groups received the Sweepstakes Award and the Outstanding Choir Program Award during the 2001 Heritage Music Festival. This award recognizes the highest scoring group among choirs from across the nation in the competition.</p> | <p>W Hospitality Career Management Program won Lodging Management Program Teacher of the Year for the 2000-01 School Year by the Hospitality Business Alliance which is a national hospitality organization.</p> |
| <p>W The Saguaro Arizona Teenage Republican Club was named the outstanding club in the nation for the second year in a row. The club was selected because of the school's community involvement with political and service projects.</p>                      | <p>W Urban Wildlife Program - Best Conservation Program in the nation - 1999.</p>  |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.4 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	11.8 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.6 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	3.0 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	100.0 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.0 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	1.2 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	0.3 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Youth Leadership School	1999
National Community Ldrshp. Award - American Hotel Assn.	2001
Science Olympiad Team State Championship	2001
National Outstanding Teen Republican Club	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	378	547	2%	8%	53%	34%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	399	506	3%	43%	53%	1%	83%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	374	501	26%	18%	38%	18%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	85	59	43	91	57	44	95	60	43	93	62	43	83	57	43
	Language	86	56	37	92	53	39	92	57	39	92	57	40	84	60	41
	Mathematics	86	70	54	92	66	57	94	72	57	93	70	59	81	74	61
10	Reading	91	60	42	90	59	42	97	62	42	93	64	42	--	--	--
	Language	91	60	43	91	57	43	96	59	44	91	60	44	--	--	--
	Mathematics	91	62	46	91	65	47	97	65	49	93	66	50	--	--	--
11	Reading	89	68	46	88	63	46	94	65	44	100	64	45	--	--	--
	Language	89	59	42	88	59	43	94	57	42	98	56	44	--	--	--
	Mathematics	89	69	49	88	74	51	94	73	52	100	71	55	--	--	--

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

It is imperative that a school setting be safe and secure. We have worked with our community to develop a comprehensive safety plan that allows us to respond to all situations to provide a positive safe learning environment. Our plan is reviewed and refined on an annual basis. We have school security personnel and a full-time resource officer to help provide a safe environment on campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,582	\$3,520,914
Classroom Supplies	\$32	\$43,160
Administration	\$334	\$455,436
Support Services-Students	\$533	\$726,212
Other Support Services and Operations	\$1,178	\$1,606,657
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,659</b>	<b>\$6,352,378</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$1,254,256.38 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Trigger funds were used to increase the base salary of teachers to attract and retain a highly qualified instructional staff.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Michael A. Carden	(480) 443-7100	
<b>Transportation Policy</b>	John Biera	(480) 451-2440	
<b>Community Resources</b>	Brenda Mueller	(480) 443-7101	
<b>School Nutrition Programs</b>	Jo Weisneck	(480) 443-7100	
<b>Parent Organization</b>	Mary Ann Bloom	(480) 443-7100	
<b>Student Health/Nurse</b>	Tori Trahan	(480) 443-7122	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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